

CONTINUOUS PROVISION – BLOCK PLAY

<p>Purpose Wooden blocks in a range of shapes and sizes offer open play activities giving children the opportunity to handle a natural material to build with.</p>		
<p>Learning and development</p>		
<p>Characteristics of effective learning: Block play engages children in exploring objects in their own initiated open ended activity. They are safe to have a go and take risks by trial and error. Block play motivates children so they are focussed on their activity with high levels of energy. They persist and show resilience and satisfaction at their achievements. It fosters creativity and critical thinking in solving problems, planning, making links in experiences.</p>		<p>PSE is encouraged through cooperation, turn taking and working with one another. They can select their own resources and organise the activity for themselves.</p>
<p>Communication and language is supported as children negotiate to cooperate and share their ideas and plans. They will respond to simple instructions and answer thoughtful questions. Their vocabulary can be enriched through their play.</p>	<p>Physical development is supported through lifting and manoeuvring heavier larger blocks and fine muscle development in manipulating smaller wooden blocks. They learn how to transport and store blocks safely.</p>	<p>Literacy can be supported through looking at non-fiction books for ideas and information. Mark making occurs as children draw up their plans or record their finished constructions. Wooden blocks can also be used to support story telling.</p>
<p>Mathematics is supported as children explore size, shape and position and use appropriate mathematical language such as longer, higher, more. They solve their own mathematical problems.</p>	<p>Understanding the world develops as children learn about different structures and building techniques they can then see in the real world. They ask why things happen. They explore similarities and differences.</p>	<p>Expressive arts and design is developed through their construction as abstract sculptures become more complex and considered.</p>
<p>The adults role in block play is to follow children’s lead: offering suggestions, enriching language by extending utterances and introducing vocabulary, and asking thoughtful questions - what if, why, how. Adults can encourage children to recall previous work to build on and to make connections in their learning. Adults should make sure the area is well resourced and clear for large scale work and provide additional resources the children require.</p>		

CONTINUOUS PROVISION – SMALL WORLD IMAGINATIVE PLAY

<p>Purpose Small world play gives children opportunities to act out narratives, express feelings and ideas using small representations of real life - people, animals vehicles and also fantasy figures.</p>		
<p>Learning and development</p>		
<p>Characteristics of effective learning: Small world play engages children in exploring real world situations in their own initiated open ended activity. They can follow their own particular interests. They can explore their own ideas. They are safe to have a go and explore, representing their own experiences in their play. Small world motivates children so they become focussed with high levels of involvement. They will concentrate for long periods of time.</p>		<p>PSE is encouraged through cooperation and turn taking when playing alongside others. In this play they become confident to talk to others. They have opportunities to explore and talk about feelings and behaviour boundaries.</p>
<p>Communication and language is supported as children negotiate to cooperate and share their ideas and plans. They will respond to simple instructions and answer thoughtful questions. Their vocabulary can be enriched through their play.</p>	<p>Physical development is supported through lifting and manoeuvring heavier objects and fine muscle development in manipulating and placing smaller items.</p>	<p>Literacy can be supported through looking at non-fiction books for ideas and information. Small world play encourages support story telling and developing narratives.</p>
<p>Mathematics is supported as children explore size and position and use appropriate mathematical language. They sort objects by properties such as farm animals.</p>	<p>Understanding the world is supported as children explore real life representations. They explore similarities and differences and find out about cause and effect.</p>	<p>Expressive arts and design is supported as children use small world objects imaginatively to represent ideas, feelings and narratives.</p>
<p>The adult's role is to follow children's lead and interests. Children's language can be enriched by extending their utterances, introducing vocabulary and their thinking skills developed by asking thoughtful questions - what if, why, how. Adults can encourage children to recall previous experiences and to make connections in their learning and with home life. Adults should make it is well resourced and provide any additional resources the children require to extend their play.</p>		

CONTINUOUS PROVISION – TECHNOLOGY

<p>Purpose Children are able to become familiar with a range of technological equipment and can explore how they work and how to use them for particular purposes.</p>		
<p>Learning and development</p>		
<p>Characteristics of effective learning: Technological equipment engages children’s curiosity in exploring how things work in the world around them. They develop resilience through having a go and taking risks learning by trial and error. They develop high levels of concentration and pay attention to details and develop persistence achieving satisfaction from their work. It offers opportunities for problem solving, testing ideas and making links.</p>		<p>PSE is encouraged through cooperation, turn taking and working with one another. They will develop confidence to try new things and ask for help when needed.</p>
<p>Communication and language is supported when children negotiate and share ideas. They will respond to simple instructions and answer thoughtful questions. Objects such as talking tins encourage speaking.</p>	<p>Physical development is supported through developing fine muscle control to operating technological equipment in different ways – mouse, keypad, buttons, touchscreens.</p>	<p>Literacy can be supported through recognising familiar common words on screen. Keyboards encourage letter recognition. Children learn that computers can be used to find out information.</p>
<p>Mathematics Programmable toys give opportunities for counting, exploring measurement and space.</p>	<p>Understanding the world. Computers give children wider options to find out more about the world in which they live, Digital cameras enable children to record their observations.</p>	<p>Expressive arts and design technology can be used as another media to develop expressive art, design and music.</p>
<p>The adult’s role in technology is to support children’s enquiry asking thoughtful questions - what if, why, how. Adults can encourage children to make connections in their learning. Adults can support children’s technological skills by modelling and instructing. Adults should ensure children have opportunities to experience a wide range of technological equipment and toys.</p>		

CONTINUOUS PROVISION – SAND AND WATER PLAY

<p>Purpose Sand and water are natural materials that enable children to use all their senses as they explore their properties. They provide an ever changing medium to experiment with both inside and outside on large and small scales.</p>		
<p>Learning and development</p>		
<p>Characteristics of effective learning: sand and water play engages children’s curiosity in exploring natural materials that are calming and enjoyable but always interesting. They develop resilience through having a go and taking risks learning by trial and error. They develop high levels of concentration and develop persistence achieving satisfaction from their work. It offers opportunities for problem solving, testing ideas and making links in their learning experiences.</p>		<p>PSE is encouraged through cooperation, turn taking and working with one another. They develop confidence to try out new things and ask for help when needed.</p>
<p>Communication and language is supported when children negotiate and share their ideas with one another. They can describe what they are doing, respond to simple instructions and answer thoughtful questions.</p>	<p>Physical development is supported through developing fine muscle control and hand-eye coordination by pouring and filling. A range of different tools can be used. In outdoor play larger scale equipment is used.</p>	<p>Literacy Sand gives opportunity for early mark making as children make marks using fingers and different tools.</p>
<p>Mathematics Sand and water play give opportunities for mathematical thinking, exploring size, capacity, and quantities. There are opportunities for counting objects and actions.</p>	<p>Understanding the world. Exploring sand and water gives opportunities for exploring natural materials and how they change.</p>	<p>Expressive arts and design Children use their senses as they explore textures. Creative marks and patterns can be made. Sand and water also provide opportunities for imaginative play.</p>
<p>The adult’s role is to support children’s enquiry asking thoughtful questions - what if, why, how. Adults can encourage children to observe closely what is happening and make connections in their learning. Adults provide additional resources to follow children’s interests and investigations.</p>		

CONTINUOUS PROVISION – MALLEABLE MATERIALS

<p>Purpose Malleable materials include dough and various natural materials which enable children to use all their senses as they explore their properties. They provide a wide range of different textures with which play and experiment with.</p>		
<p>Learning and development</p>		
<p>Characteristics of effective learning: malleable activities engage children’s curiosity in exploring materials that are calming and enjoyable but always interesting. They develop resilience through having a go. They develop high levels of concentration and develop persistence, achieving satisfaction from their work. They offer opportunities for problem solving, testing ideas and making links in their learning experiences.</p>		<p>PSE is encouraged through cooperation, turn taking and working with one another. They have to negotiate to share resources. They develop confidence to try out new things and ask for help when needed.</p>
<p>Communication and language is supported when children negotiate and share their ideas. They can describe what they are doing and answer thoughtful questions. Vocabulary can be extended with descriptive and action words.</p>	<p>Physical development is supported through developing fine muscle control and hand-eye coordination by manipulating materials in different ways such as rolling, pinching, and patting. A range of different tools can be used.</p>	<p>Literacy Malleable materials give opportunities for early mark making as children can make marks using fingers and different tools.</p>
<p>Mathematics malleable materials develop mathematical thinking in exploring size, shapes and quantities. There are opportunities for counting and for calculating in adding and taking away.</p>	<p>Understanding the world Malleable activities give opportunities to talk about special events and family routines such as birthdays and cooking with opportunities to look closely at similarities, differences, patterns and change.</p>	<p>Expressive arts and design Children use their senses as they explore different textures. Creative marks and patterns can be made. There are also opportunities for representative imaginative play.</p>
<p>The adult’s role is to support children’s language and thinking by modelling vocabulary and asking thoughtful questions. Adults encourage children to make connections in their learning by following their interests and ideas.</p>		

